



## HARDENHUIISH SCHOOL PUPIL PREMIUM STRATEGY ACTION PLAN 2018-19

September 2018. Next Review: January 2019

### CONTEXT

Per person funding based on 2017-18 numbers. FSM6: £935, LAC: £0 (given to Virtual School), post LAC: £2,300, Service Children: £300

Number of pupils eligible for Pupil Premium Funding	Number of eligible males	Number of eligible females	Number of pupils eligible for free school meals (last 6 years)	Number of Looked After Children	Number of post Looked After Children	Number of Service Children	Total PP Budget
216	108	108	155*	2	5	61*	172855

\*5 pupils receive both services and FSM6 funding.

### Attainment and Progress (KS4 2018)

	PP Pupils	Non PP Pupils	PP/Non PP Gap	FSM6 only	FSM6/Non PP Gap
Attainment 8 average score	4.47 (2017: 3.54)	5.31 (2017: 5.25)	-0.84 (2017: -1.71)	4.11 (2017: 3.34)	-1.2 (2017: -1.91)
Progress 8 average	0.10 (2017: -0.42)	0.27 (2017: 0.20)	-0.17 (2017: -0.62)	-0.13 (2017: -0.57)	-0.4 (2017: -0.77)
% achieving C/4+ in Eng. & Maths	59.5% (2017: 43.2%)	82.1% (2017: 78.9%)	-22.6% (2017: -35.7%)	50.0% (2017: 41.9%)	-31.8% (2017: -37.0%)

### REVIEW OF PREVIOUS ACADEMIC YEAR

Objective	Expenditure compared to Budget	Actions/Impact
<p><b>1. Provide consistently high quality teaching and learning experiences in lessons for all PP pupils.</b></p>	<ul style="list-style-type: none"> <li>Contribution to staffing costs: £20,000 (£20,000)</li> <li>Educational Resources: £2,000 (£2,000)</li> <li>CPD budget: £0 (£4,000)</li> </ul> <p>Total: £22,000 (£26,000)</p>	<ul style="list-style-type: none"> <li>Expectation that all teachers have knowledge of who their PP pupils are and what their respective needs has continued. New seating plan generator introduced, allowing staff to identify PP pupils more easily.</li> <li>Tracking systems put in place judge impact of teaching strategies; an explicit PP focus to lesson observation questions was added and feedback focussed on how well teachers adapted lessons accordingly.</li> <li>Expectation of PP Priority on marking and feedback continued.</li> <li>CLT meetings focused on progress of PP pupils regularly and discussions regarding strategies/activities regularly had.</li> <li>PP Champions in Core subjects lead teaching staff inset for staff who had targeted PP pupil teaching strategies for their appraisal. <i>Number of staff attending external courses focussed on PP pupils was therefore less necessary than envisaged and the budgeted supplement to CPD budget was not therefore needed.</i></li> </ul>

		<ul style="list-style-type: none"> <li>✓ Progress data shows a closing gap between PP/Non PP Pupils (see above).</li> <li>✓ CLT Meeting minutes show regular discussions with PP focus occurred throughout the year.</li> <li>✓ Lesson observations/work reviews noted evidence that PP pupils are prioritised in planning and feedback and were engaged in the learning.</li> </ul>
<p><b>2. Ensure an appropriate curriculum that provides aspirational future opportunities for all PP pupils (including alternative provision where necessary).</b></p>	<ul style="list-style-type: none"> <li>• Contribution to staffing costs: £30,000 (£30,000)</li> <li>• Contribution to Alternative Provision costs: £34,043 (£30,000)</li> <li>• Total: £64,043 (£60,000)</li> </ul>	<ul style="list-style-type: none"> <li>• Additional classes in Core Subjects in KS3 and 4 provided smaller teacher/pupil ratios and more support of PP Pupils.</li> <li>• 5 Team Curriculum model in KS4 supported PP pupils (where relevant) with additional English, Maths and study skills lessons.</li> <li>• Review of vocational courses and alternative provision pathways on offer reduced P8 'basket' gap for PP pupils. This included the introduction of the school working with Catch 22 – Include as a new alternative provision school in Chippenham with a broader GCSE curriculum that Wiltshire College had provided in the past.</li> <li>• The Brilliant Club was introduced to promote Higher Education to PP pupils with high prior attainment in Year 9 and 10 with 2 groups entered for the course. <i>Only one group was budgeted for resulting in an overspend on extra-curricular subsidy budget (Target 4). 12 PP pupils accessed the course.</i></li> <li>• New Successful Lives tutor programme was introduced and focussed on developing growth mindsets and aspiration.</li> <li>• Review of Sixth Form provision was undertaken and the number of accessible courses that enabled more PP pupils to remain and be successful at Hardenhuish School was increased.</li> <li>✓ Progress data shows a closing gap between PP/Non PP Pupils (see above).</li> <li>✓ There was a reduction in the number of empty 'baskets' on P8 measure for PP pupils.</li> <li>✓ Pupil feedback on the impact of The Brilliant Club on their learning skills and aspirations for the future was very positive.</li> <li>✓ Retention rates to Hardenhuish Sixth Form for PP pupils have increased. 14 out of 37 in Y11 2017-18 have returned to Hardenhuish Sixth Form in September 2018 (38%). 4 out of 40 in Y11 2016-17 returned to Sixth Form (10%)</li> </ul>

<p><b>3. Where needed, support PP pupils to improve their literacy skills, learning skills, social/emotional intelligence and/or self-belief.</b></p>	<ul style="list-style-type: none"> <li>• Contribution to staffing costs: £22,000 (£22,000)</li> <li>• Contribution to counselling services: £16,123 (£16,000)</li> <li>• Summer School (staffing and resources): £1,277.24 (£3,500)</li> <li>• Educational Resources: £904 (£1,150)</li>   <li>• Total: £40,304.24 (£42,650)</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor mentoring, utilising PASS Survey continued to develop with PP pupils prioritised and receiving most sessions during the year.</li> <li>• Literacy and numeracy interventions put in place in KS3; PP pupils prioritised for support.</li> <li>• PP Champions in the core subjects ensured Maths and English teachers tracked progress of PP pupils and put appropriate strategies in place to counter potential underachievement.</li> <li>• Core subject curriculum leaders provided time to meet with the Year 11 Learning and Pastoral Managers to discuss individual needs of PP pupils.</li> <li>• PP Operational Group pupil review meetings (LMs, PMs, PP Champions, SENCO) were held regularly to discuss individuals and share good practice for strategies; selecting appropriate intervention/support if needed.</li> <li>• PP pupils were prioritised for Careers interviews and guidance towards appropriate choices for the next stages of their education.</li> <li>• New Successful Lives tutor programme was introduced and focussed on developing growth mindsets and aspiration.</li> <li>• Y6 into Y7 Summer School for PP pupils was held for 3 days to help to successfully prepare pupils for transition to Hardenhuish.</li> <li>✓ Progress data shows a closing gap between PP/Non PP Pupils (see above).</li> <li>✓ Behaviour issues for PP pupils were not significantly different in type than Non PP pupils. <i>NB: The number of incidents in proportion to their percentage of the school roll was marginally higher than the number for Non PP pupils (26% of all recorded behaviour incidents – 17% of school population).</i></li> <li>✓ There was a reduction in PP pupils unable to cope in mainstream lessons/needing to access alternative provision (No PP pupils in full time alternative provision from September 2018; 4 in September 2017 and 6 in September 2016).</li> </ul>
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<p>4. <b>Encourage PP Pupils to be fully involved in the wider life of the school.</b></p>	<ul style="list-style-type: none"> <li>• 50% subsidy available to PP pupils for all extra curricular opportunities (inc. trips and music lessons and cost of the Brilliant Club – see Target 2): £22,832.19 (£15,000)</li> <li>• SIMS Activities subscription: £0 (£600)</li> <li>• Total: £22, 832.19 (£15,600)</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction to financial barriers to accessing extra-curricular opportunities provided by offering a 50% discount on costs. 163 out of 215 PP pupils accessed at least one trip using the subsidy. The average subsidies per PP pupil was £81.70.</li> <li>• SIMS Activities extended to many Departments provided data for analysing PP compared to Non PP involvement in clubs and revision sessions. <i>PP Budget not needed to purchase this.</i></li> <li>• PE Department identified a gap in PP participation at after school sports clubs and, after consultation with pupils, introduced a new, weekly multi-sports club, which PP pupils were invited to. This resulted in an increase in the number of PP pupils accessing extra-curricular sport.</li> <li>✓ Progress data shows a closing gap between PP/Non PP Pupils (see above).</li> <li>✓ Gap between PP/Non PP pupils accessing extra-curricular sports opportunities was reduced. <i>NB: A gap between numbers of PP/Non PP pupils attending additional revision sessions in the core subjects has been identified and should be addressed in the future.</i></li> </ul>
<p>5. <b>Embed new Attendance Protocol across all year groups; prioritising PP pupils.</b></p>	<ul style="list-style-type: none"> <li>• Contribution to staffing costs: £13,000 (£13,000)</li> <li>• Resources/Rewards: £300 (£300)</li> <li>• Total: £13,300 (£13,300)</li> </ul>	<ul style="list-style-type: none"> <li>• PP priority continued at all stages of the school's attendance protocol. An increase in Stage 2 and Stage 4 School Attendance Meetings was held (47 SAM1; 35 in 2016-17, 16 SAM2; 10 in 2016-17) as well as 8 Stage 5 PNLO Meetings; 3 in 2016-17.</li> <li>✓ The overall percentage of PP pupils below 90% (Y7-11) had increased to 29% from 23% in 2016-17. However, the average PP attendance has improved to 92.1% (from 91.7%) and the gap between PP and Non PP pupils has closed to 3.1% (3.75% in 2016-17).</li> <li>✓ Y11 PP attendance has improved by 4% from 2016-17 (89%/85%) and PA rates have decreased by 9% from 2016-17 (38%/47%).</li> <li>✓ Progress data shows a closing gap between PP/Non PP Pupils (see above).</li> </ul>
<p>6. <b>Continue to build partnerships with parents of PP pupils.</b></p>	<ul style="list-style-type: none"> <li>• Contribution to staffing costs: £4,000 (£9,000)</li> <li>Total: £4,000 (£9,000)</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral and curriculum staff have attempted to positively engage parents in any necessary learning/behaviour/attendance support.</li> <li>• Parents have been called with post 16 Pathway IAG and choices for PP pupils that are sufficiently aspirational have been encouraged.</li> <li>• English Faculty records calls home to PP parents (positive emphasis).</li> <li>✓ All PP pupil parents had at least one face to face meeting or telephone call to discuss the progress of their child during the year.</li> <li>✓ Attendance rates at PPCEs and PLDs of parents of PP pupils has remained good (although gap exists).</li> <li>✓ No PP NEET pupils post 16.</li> <li>✓ Progress data shows a closing gap between PP/Non PP pupils.</li> </ul>

**Total Spend compared to Budget 2017-18**

Contribution to Staffing:	£89,000	(£94,000)
Alternative Provision:	£34,043.85	(£30,000)
Resources:	£3204	(£3450)
CPD:	£0	(£4000)
Counselling:	£16,123	(£16000)
Summer School:	£1,277.24	(£3,500)
Extra-Curricular Subsidies:	£22,832.19	(£15,000)
SIMS Activities:	£0	(£600)
Total:	£166,480.28	(£166,550)

## BARRIERS TO FUTURE PROGRESS AND ATTAINMENT OF PUPILS ELIGIBLE FOR PUPIL PREMIUM

<b>A</b>	Lower attendance; there is a correlation between the lower attendance of PP pupils and their lower attainment and progress.
<b>B</b>	Alternative curriculum pathways that do not provide PP pupils with sufficient number of qualifications of an appropriate level of entry.
<b>C</b>	Statistically higher chance of Special Educational Needs, lower levels of literacy, social/emotional intelligence or less positive attitude toward school and self.
<b>D</b>	Less parental engagement; although improving, parents of PP pupils have statistically lower amounts of engagement with the school.

## PLANNED ACTION AND EXPENDITURE 2018-19

### 1. Provide consistently high-quality teaching and learning experiences in lessons for all PP pupils.

Barriers Targeted	Actions	Expenditure	Success Criteria
<p>A. Engaging classrooms provide incentives for attendance.</p> <p>B. Engaged pupils will be more likely to remain at Hardenhuish and take an appropriate range of subjects.</p> <p>C. Teaching pupils personal, learning and thinking skills, removing barriers to progress.</p> <p>D. Positive and engaged pupils may improve parents' feelings towards school.</p>	<ul style="list-style-type: none"> <li>➤ Expectation that all teachers have knowledge of who their PP pupils are and what their respective needs are (new seating plan programme embedded, PP Profiles reviewed and relaunched to all staff).</li> <li>➤ Lesson plans take needs of PP pupils into account (teaching assistants deployed effectively to support where applicable).</li> <li>➤ PP Priority on marking and feedback provided.</li> <li>➤ Tracking systems in place judge impact of teaching strategies; adding an explicit PP focus to lesson observation questions.</li> <li>➤ Heads of English and Maths to hold 3 meetings during the year with LM/PM of Year 11 to discuss the needs of all PP pupils and plan to support them accordingly.</li> <li>➤ CLT meetings focus on progress of PP pupils and discuss/share successful strategies/activities (Seconds in Departments in Core subjects to lead with colleagues).</li> <li>➤ CPD budget supplemented to provide staff training on PP classroom practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to staffing costs: £15,000</li> <li>• Educational Resources: £3,000</li> <li>• CPD budget: £4,000</li> </ul> <p>Total: £22,000</p>	<ul style="list-style-type: none"> <li>✓ Progress data shows the gap between PP/Non PP Pupils continues to close.</li> <li>✓ CLT Meeting minutes show regular discussions with PP focus occur throughout the year.</li> <li>✓ Lesson observations/work reviews note evidence that PP pupils are prioritised in planning and feedback and are engaged in the learning.</li> <li>✓ Behaviour data shows a reduction in the amount of disruptive behaviour from PP pupils in the classroom.</li> </ul>

**2. Ensure an appropriate curriculum that provides aspirational future opportunities for all PP pupils (including alternative provision where necessary).**

Barriers Targeted	Actions	Expenditure	Success Criteria
<p>A. Engaging and relevant curriculum provide incentives for attendance.</p> <p>B. Curriculum provides appropriate challenge and support and addresses issues of fewer P8 'baskets' for PP pupils.</p> <p>C. Teaching pupils personal, learning and thinking skills, removing barriers to progress.</p> <p>D. Positive and engaged pupils may improve parents' feelings towards school.</p>	<ul style="list-style-type: none"> <li>➤ Additional classes in Core Subjects in KS3 and 4 provide smaller teacher/pupil ratios and more support of PP Pupils.</li> <li>➤ 5 Team+ and Vocational Curriculum model in KS4 supports PP pupils (where relevant) with additional English, Maths, Statistics and study skills lessons.</li> <li>➤ Introduce school run programme to promote Higher Education to PP pupils with high prior attainment in Year 9 (Investigate possibility of HPQ at L2 and visit to a university).</li> <li>➤ Ensure school's knowledge of provision being offered through alternative provision partners is accurate and ensure pupils placed on such pathways access appropriate number of and level of qualifications.</li> <li>➤ Successful Lives tutor programme updated to improve growth mindsets in PP pupils.</li> <li>➤ Review Sixth Form provision to increase number of accessible courses that enable more PP pupils to remain and be successful at Hardenhuish School.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to staffing costs: £30,000</li> <li>• Contribution to Alternative Provision costs: £35,000</li> </ul> <p>Total: £65,000</p>	<ul style="list-style-type: none"> <li>✓ Progress data shows a closing gap between PP/Non PP Pupils.</li> <li>✓ Reduced difference on number of empty 'baskets' on P8 measure (PP/Non PP) (including pupils on alternative provision pathways).</li> <li>✓ Positive pupil feedback from Year 9 pupils regarding their experience on the school run HE programme.</li> <li>✓ Retention rates to Hardenhuish Sixth Form for PP pupils continue to increase.</li> </ul>

### 3. Where needed, support PP pupils to improve their literacy skills, learning skills, social/emotional intelligence and/or self-belief.

Barriers Targeted	Actions	Expenditure	Success Criteria
<p>A. More confident and resilient pupils reduces barriers to attendance.</p> <p>B. Pupils who are better equipped with the skills needed to make progress in a mainstream setting are less likely to need alternative provision.</p> <p>C. Teaching pupils personal, learning and thinking skills, removing barriers to progress.</p> <p>D. Successful targeted support will require parental engagement and support.</p>	<ul style="list-style-type: none"> <li>➤ Continue to embed and improve quality of tutor mentoring, utilising PASS Survey (PP Priority).</li> <li>➤ Ensure literacy and numeracy interventions are in place for students in need at both KS3 and 4 (PP Priority).</li> <li>➤ Regular PP Operational Group pupil review meetings (LMs, PMs, Seconds in English and Maths, SENCO) to discuss individuals and share good practice for strategies; selecting appropriate intervention/support if needed.</li> <li>➤ Develop relationship between school and Ministry of Defence/Services Children’s Progression Alliance to ensure best practice for the support of Services children is being provided.</li> <li>➤ Ensure sufficiently aspirational careers advice and guidance is available (PP Priority)</li> <li>➤ Develop Successful Lives tutor programme to improve PP pupils’ learning skills and growth mindsets.</li> <li>➤ Elevate services brought in to encourage self-belief and develop study skills of KS4 pupils.</li> <li>➤ Y6 into Y7 Summer School for PP pupils helps to successfully prepare pupils for transition to Hardenhuish.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to staffing costs: £25,000</li> <li>• Contribution to counselling services: £17,000</li> <li>• Summer School (staffing and resources): £2,000</li> <li>• Elevate services (both Y10 and Y11): £4,500</li> <li>• Educational Resources: £1,500</li> </ul> <p>Total: £50,000</p>	<ul style="list-style-type: none"> <li>✓ Progress data shows a closing gap between PP/Non PP pupils.</li> <li>✓ Behaviour issues for PP pupils not significantly different in type or number than Non PP pupils.</li> <li>✓ Fewer pupils unable to cope in mainstream lessons/needing to access alternative provision.</li> <li>✓ PASS Survey data gaps reduced.</li> </ul>

**4. Encourage PP Pupils to be fully involved in the wider life of the school (including additional revision sessions).**

Barriers Targeted	Actions	Expenditure	Success Criteria
<p>A. Pupils accessing clubs and trips have more incentives for attendance.</p> <p>B. Pupils attending additional revision sessions have achieved better results historically.</p> <p>C. Involvement in clubs can help to build teamwork skills. Access to trips (that may not have been accessible without support) may help improve pupil attitudes to school and self.</p> <p>D. Parents appreciate support offered.</p>	<ul style="list-style-type: none"> <li>➤ Continue to reduce financial barriers to accessing extra-curricular opportunities by offering a 50% discount on costs for FSM pupils and a 25% discount to Services pupils (difference in subsidy is reflective of different levels of Pupil Premium income).</li> <li>➤ Extend use of SIMS Activities to provide data for analysing PP compared to Non PP involvement in extra-curricular activities and improve parental communication.</li> <li>➤ Where PP pupils' attendance at extra-curricular activities is recognised as lower than Non PP pupils, subjects develop strategies to counter this.</li> </ul>	<ul style="list-style-type: none"> <li>• 50%/25% subsidy available to FSM/Services pupils for all extra-curricular opportunities (inc. trips and music lessons): £18,000</li> </ul> <p>Total: £18,000</p>	<ul style="list-style-type: none"> <li>✓ Progress data shows a closing gap between PP/Non PP pupils.</li> <li>✓ A reduced gap exists between PP/Non PP pupils accessing extra-curricular opportunities.</li> </ul>

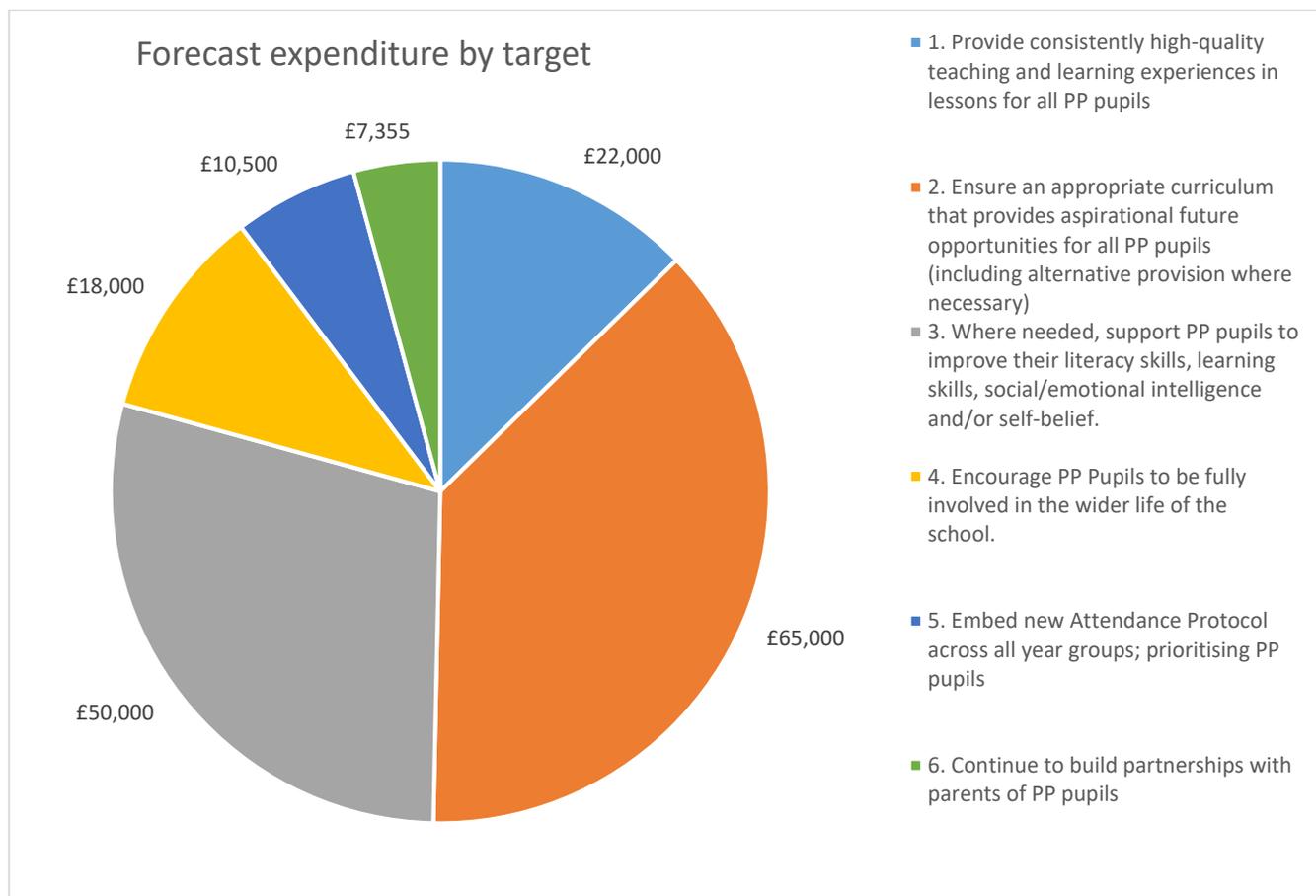
**5. Embed new Attendance Protocol across all year groups; prioritising PP pupils.**

Barriers Targeted	Actions	Expenditure	Success Criteria
<p>A. Attendance Protocol provide incentives and support/intervention for improving attendance.</p> <p>B. Reduced timetables, where needed, (PEPs) look to utilise online learning to maximise number of subjects pupils take.</p> <p>C. Higher levels of attendance proven to improve pupils' social skills.</p> <p>D. All stages of Protocol require parental support to be successful.</p>	<ul style="list-style-type: none"> <li>➤ Appointment of Attendance Support and Intervention Lead worker with 2 hours designated each day to track the attendance of identified PP pupils and to support pupils and parents to improve their attendance.</li> <li>➤ ASIL and Attendance Officer relocate to L Centre to allow closer and more regular liaison with Pastoral Managers, Learning Managers and Deputy Headteacher leading on attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to staffing costs: £10,000</li> <li>• Resources/Expenses/Rewards: £500</li> </ul> <p>Total: £10,500</p>	<ul style="list-style-type: none"> <li>✓ Number of PP pupils below 90% attendance continues to reduce.</li> <li>✓ Average attendance gap between PP/Non PP closes.</li> <li>✓ Progress data shows a closing gap between PP/Non PP pupils.</li> </ul>

**6. Continue to build partnerships with parents of PP pupils.**

Barriers Targeted	Actions	Expenditure	Success Criteria
<p>A. Positive and supportive parents are crucial to encouraging high attendance.</p> <p>B. Parental input into the most appropriate provision will help it to be successful.</p> <p>C. Close relationships between school and parents helps make additional support for pupils successful.</p> <p>D. Greater parental involvement will support pupils to make better progress.</p>	<ul style="list-style-type: none"> <li>➤ Research good practice in schools for improving parental involvement.</li> <li>➤ Harness parent voice in developing our PP Strategy further in the future.</li> <li>➤ Positively engage parents in any necessary learning/behaviour/attendance support.</li> <li>➤ Ensure Post 16 Pathway IAG involves parents to encourage choices for PP pupils that are sufficiently aspirational.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to staffing costs: £7000</li> <li>• Resources/expenses: £355</li> </ul> <p>Total: £7,355</p>	<ul style="list-style-type: none"> <li>✓ All PP pupil parents will have had at least one face to face meeting to discuss the progress of their child during the year.</li> <li>✓ Attendance rates at PPECs and PLDs of parents of PP pupils has improved.</li> <li>✓ No PP NEET pupils post 16.</li> <li>✓ Progress data shows a closing gap between PP/Non PP pupils.</li> </ul>

## FORECAST EXPENDITURE SUMMARY 2018-19



Forecast expenditure by category

